

2012 NETC Institutional Effectiveness Summary Report 2011-2012 Assessment/CIP Results

Overview

Institutional Effectiveness

Institutional Effectiveness is defined as the extent to which an institution achieves its mission and goals. The College's institutional effectiveness process is an on-going, institution-wide commitment to planning and outcomes assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its mission.

NETC's continuous improvement process engages faculty and staff and is evaluated yearly. Every department and unit within the college establishes objectives that support the college's operational plan. Each year, new objectives are developed based on results of the previous cycle.

Southern Association of Colleges and Schools Accreditation

According to the Handbook for Reaffirmation of Accreditation, which is the guidelines for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), one of the core requirements is "The institution engages in ongoing, integrated and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) results in continuing improvement in institutional quality; and (3) demonstrate that the institution is effectively accomplishing its mission". (Core Requirement 2.5)

In addition, the SACS Comprehensive Standard 3.3.1 governs the college's institutional assessment process.

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

As evident by the core values set by the strategic planning process, integrity plays a vital role in all areas of the college including the institutional effectiveness and strategic planning process. SACS recognizes the importance of integrity through the establishment of the Principle of Integrity as part of the accreditation process.

Continuous Improvement Timeline

	July	August	September	October	November	December	January	February	March	April	May	June
Continuous Improvement Plan Model	Complete and Submit Forms Begin Developing Objectives for Upcoming Year	Finalize New Objectives	Measure & Monitor	Measure & Monitor	Measure & Monitor	Measure & Monitor	Data Collection	Data Collection	Measure & Monitor	Measure & Monitor	Measure & Monitor	Data Collection
Assessment	Evaluation & Close the Loop		Assess				Evaluate		Assess			Evaluation & Close the Loop

Summary of Results

Administrative Offices

During the Continuous Improvement Cycle 2011-12, 39 objectives were met and 4 were unmet across the administrative offices. Objectives and outcomes were discussed and plans for improvement were developed based on the data.

The table below shows the continuous improvement objectives that support each operational objective.

Operational Objective	CIP Objective (unit)	Met? Y/N	Results and Data for 2012-13 Recommendations
Utilize resources to support college facilities planning and programming.	Identify funding sources; develop and submit proposals to secure new federal and state grants in support of the College mission. (Development Public)	Y	The total dollar amount applied for was \$4,401,410. Of this, the college received \$2,052,490, or 46.53 percent. The total funded amount represents an increase of \$343,741 (20%) over the 2010-11 baseline amount of \$1,708,749.
	Identify funding sources and develop and submit proposals to secure private/corporate/foundation grants in support of the College mission. (Development Public)	Y	The NETC grants office developed one corporate grant proposal during FY 2011-12, a small (\$2,500) project submitted to Wells Fargo Corp. in support of faculty development. This proposal was funded in the full amount requested.
	Maintain the financial systems in accordance with the Governmental Accounting Standards Board (GASB). (Business and Finance)	Pending	An unqualified opinion was received for FY 2010-2011. An opinion will not be rendered until September 2012 for the FY 2011-2012 financials.
	Effectively allocate deferred maintenance money to projects that enhance and prolong the facilities of the main campus and community campuses. (Business and Finance)	Y	Deferred maintenance projects have been identified. An architect was consulted and will produce the plans necessary to move forward with some of the projects.
	Develop and submit proposals to continue existing federal and state grants in support of the College's mission. (Development Public)	Y	The grants coordinator assisted project staff in several cases with project status reports which were required for continued funding. The combined FY 2011/12 funding for these three grants is \$637,898. This figure represents 100 percent of the original, planned budget amounts for the three projects. The previous year's continuation funding rate was also 100 percent.
Implement measures to reduce	Provide comfortable environment for student placement testing. (Counseling)	Y	<u>Student Services Survey (Q4)</u>

barriers to student persistence.	Provide programs that support and promote development of NETC students. (Counseling)	Y	<u>CCSSE- Development Student Services Survey (Q5)</u>
	Provide services and guidance to student planning their careers. (Counseling)	Y	<u>CCSSE – Career Counseling Student Services Survey (Q3)</u>
	Provide enrollment services to students with primary access to community campuses in Bennettsville and Dillon that will encourage early registration. (Enrollment, Records, Registration)	Y	There was an 11% increase in the number of students who reported they were satisfied with the services offered at the Bennettsville and Dillon campus.
	Provide admissions services that meet the needs of students. (Enrollment, Records, Registration)	Y	<u>CCSSE - Admissions Processes Student Services Survey (Q6)</u>
	Provide technology support for programs across the curriculum. (Instructional Support Services)	Y	<u>Print Shop Survey (Q3)</u>
	Provide support to students applying for and receiving federally funded financial assistance. (Student Financial Services)	Y	Students received surveys during Pell disbursements and the students indicated they were satisfied with the financial assistance they've received.
	Provide assistance to all students seeking Financial Aid. (Student Financial Services)	Y	<u>CCSSE - Student Financial Services Student Services Survey (Q7)</u>
	Program participants using tutoring services will maintain a 2.0 or higher G.P.A. (Student Services & Student Support Services)	Y	60 % of the students logged in for tutoring as active participants shows this objective was met. Many students received tutoring but all weren't considered active participants.
	Provide access to information resources for all users. (Library)	N	While e-Book usage rate increased dramatically, it did not attain an eighty-five percent usage rate originally targeted at the beginning of the year. E-Book usage rates will be monitored in the upcoming year. Additional ways to effectively assess patron awareness of available information resources will be used also.
	Develop and leverage resources from private donors to support students facing financial challenges. (Development Private)	N	(The Director of Institutional Advancement left in December of 2011 and was not replaced until July of 2012.) As of May 31, 2011, an agreement was made from donors to designate \$6,761 from the General Foundation Account to the ASSIST Funds. The balance in the Assist Funds as of June 1, 2011 was \$10, 332. As of June 30, 2012, there balance is \$4,909.30. Therefore the ASSIST Funds have decreased by approximately 52%.
Increase opportunities for student engagement.	Program participants will graduate and/or transfer to another institution. (Student Services & Student Support Services)	Y	At least 80% of Student Support Services participants participated in Career and Financial Counseling through the intake process.
	Monitor program participant's academic progress. (Student Services & Student Support Services)	Y	SSS staff provided student midterm progress reports to faculty. Faculty completed and returned report to SSS for review. SSS staff used reports to determine student academic progress.
	Provide timely response to transcript requests through implementation of online requests. (Enrollment, Records, Registration)	Y	90% of the students' transcript requests were completed within two days.
	Provide vending services that meet the needs of the NETC campus community. (Business and Finance)	N	The current vending contract is scheduled for renewal during the 2012-2013 fiscal year. Expanded food services will be considered in conjunction with this solicitation.

	Participant workshop evaluations will indicate a high satisfaction rate. (Student Services & Student Support Services)	Y	As a result of participant surveys, 88% of the students reported satisfaction with the workshops SSS provided.
	Program participants will participate in career and financial counseling. (Student Services & Student Support Services)	Y	22% of SSS students graduated or transferred during the previous academic year. Information was obtained by way of viewing SSS files to retrieve data.
	Provide opportunities for current and potential students to engage with local employers. (Continuing Education)	N	68.1% of surveyed attendees agreed that they made a connection to potential employers. <u>Health and Education Careers Symposium (Q8)</u>
Better utilize community campuses to address area needs.	Collaborate with community campus sites to provide instructional support services for distance education delivery. (Instructional Support Services)	Y	88.9% of faculty/staff attending compressed video training at NETC community campuses indicated satisfaction with training. <u>Distance Learning Faculty Survey (Q2)</u>
	Provide library and information services to the NETC community campus sites. (Library)	Y	100% of community campus respondents expressed satisfaction with library and information services provided at their respective site. <u>Community Campus Satisfaction Financial Aid Workshop 2012</u>
	Provide services to students with primary access to community campuses in Pageland, Bennettsville, and Dillon. (Student Financial Services)	Y	
Provide additional activities to attract potential students to the NETC campuses.	Develop a structure that supports the implementation of grants impacting Academic Affairs and Student Services. (Academic Affairs and Student Services)	Y	The bi-monthly meetings have proven most effective in allowing grant funds to be reallocated to other project objectives when another grant's funds could be leveraged to accomplish a similar objective. The communication between and among the grants' directors has allowed for increased awareness of "time and effort" reporting standards and more complete linkages between grants that allow for each grant to remain focused on its goals while seeing its impact in relation to other grants. Also, the Testing and Workforce Readiness Center has been staffed with two new TAA grant employees.
	Develop and customize, as needed, training for local industries. (Continuing Education)	Y	Industry clients agreed that training programs have met their specific needs <u>[Need CE Industry Survey]</u>
Utilize assessment and evaluation to enhance institutional effectiveness.	Improve access to data for NETC employees to enhance the decision making process. (Information Technology)	Y	A dashboard was created to provide access to data online. As of now, there are 9 reports available online.
	Provide assessment and data reporting services that support college-wide efforts to enhance institutional effectiveness (Continuous Improvement Process). (Research and Assessment)	Y	The CIP team met regularly to discuss CIP deadlines, deliverables, and other important information. Additionally, the research office met with each CIP unit assessment representative individually to complete each portion of the CIP process (develop objectives, establish means of assessment, collect and assess data).
	Provide research services to support college planning and management. (Research and Assessment)	Y	The research office will develop a research and reporting standard college-wide and work with individuals to tailor the standard accordingly. Future research service development will focus on using research to promote for data driven decision making college-wide.

			<u>Research Customer Service Survey</u>
	Provide user support that enhances access to and reporting of College data. (Research and Assessment)	Y	The IT department created a timeline to develop a dashboard/reporting tool. Additionally, the research department developed a reporting application and launched the test version to college administrators, PBI grant employees, and the PR department.
Improve efficiencies through college-wide collaboration and participation.	Deliver enhanced instructional support services to meet the needs of NETC students, faculty, staff and citizens in the service area. (Instructional Support Services)	Y	88.6% of Library Survey respondents indicated services met their needs. <u>Library User Survey (Q7)</u>
	Provide consistent access and reliable support to network communication services. (Information Technology)	Y	Currently, the average daily bandwidth usage for the Cheraw 10 MB circuit is between 7 - 8 Mbps. The average daily bandwidth usage for the remote campuses averages between 1-4 Mbps, depending upon the time of day. Currently, bandwidth usage is not exceeding the 10 Mbps range on the Cheraw circuit.
	Provide reliable and timely technical support to all NETC end users. (Information Technology)	Y	95.3% of NETC employee end users rated the services provided from IT satisfactory or better. <u>IT Customer Service Survey</u>
	Streamline process for completing Student Opinion Surveys. (Academic Affairs and Student Services)	Y	The shift of Student Opinion Surveys to an online option has cut the time that it takes for the Administrative Specialist to return completed surveys to faculty in half from six weeks into the following semester to three weeks.
	Enhance services provided in Testing Center and Community Campuses. (Academic Affairs and Student Services)	Y	The new Director of Enrollment Management has worked with the TAA grant hires to insure that the Testing and Workforce Readiness Center has been completed staffed – using both full-time NETC employees and the grant staff – to insure that all students needing testing and career guidance have been assisted. In addition, the Director of Enrollment Management has begun training for all Community Campus Coordinators to create a “one-stop” enrollment center for students at Bennettsville, Dillon, and Pageland. The training will include admissions, testing, and financial aid processes.
	Identify and offer professional development training programs to College employees. (Continuing Education and Human Resources)	Y	93.3% of attendees agreed the event further developed their skills and abilities. Additional workshops were offered per the results from the open ended responses. <u>Workplace Violence and Safety Training</u>
	Provide the College with a qualified faculty and staff applicant pool. (Human Resources)	Y	100% of all applicants are screened by hiring Committees and help to ensure qualified candidates for faculty and staff positions.
	Provide information and support to College employees enrolled in the South Carolina State Health Plan. (Human Resources)	Y	100% of attendees agreed the training (or support) was satisfactory. <u>Benefit Enrollment Training</u>
Increase involvement of employees,	Provide opportunities for NETC Alumni to stay connected to the College. (Development Private)	Y	The Alumni Facebook page grew by more than 10% with an increase from 68 fans to 131 by June 2012. The number

alumni and students at community events.			of alumni confirming their membership in the NETC Alumni Association increased by more than 10% with the total number of confirmations being approximately 166 by June 30, 2012.
	Provide public relation services that meet the needs of college employees and programming. (Public Relations)	Y	<u>Media Usage Survey</u>
	Provide timely information that promotes college programming and supports the College's branded identity. (Public Relations)	Y	<u>Registration/Marketing Survey</u> <u>Media Usage Survey (Q5)</u>
	Develop, coordinate and promote the NETC brand using local, regional and state media outlets. (Public Relations)	Y	<u>Media Usage Survey</u>

Student Learning Outcomes

During the Continuous Improvement Cycle 2011-12, 22 outcomes were met and 21 were unmet across the academic programs. The faculty and key staff will meet to reevaluate learning outcomes for effectiveness, assessment, and improvement based on results.

The table below shows the learning outcomes that support educational programs.

Instructional Degree Program - Degree Level	Core Competency	Assessment(s)	Outcome(s)	Met? Y/N
Administrative Office Technology - Associate Administrative Support - Diploma Legal Office Assistant - Certificate Medical Office Assistant - Certificate Word Processing – Certificate	Students will be able to demonstrate keyboarding skills.	On 3, five-minute, computer graded keyboarding exams during the last keyboarding course, 70% of the students will successfully key 45 words-per-minute with no more than 5 errors. 80% of the students will successfully key 45 wpm with no more than 5 errors on 2 or more of the timed tests.	13 out of 29 students (45%) successfully keyed 45 words-per-minute with no more than 5 errors. 13 out of 29 (45%) success keyed 45 wpm with no more than 5 errors on 2 or more of the timed tests.	N
	Students will be able to demonstrate proficiency in the use of the Microsoft Office 2010 Suite.	70% of students will demonstrate, with 80% proficiency, knowledge of Microsoft Word, Excel, Access and PowerPoint in completing a departmental project which requires the integration of all four software tools.	12 out of 21 students (57%) met the assessment.	N
	Students will be able to demonstrate basic office tasks.	80% of the supervisors who respond to the Student Internship Evaluation form will rate student at 80% or higher, based on traits and skills exhibited by the student during the internship.	100% of the supervisors who responded to the Student Internship Evaluation form rated students at 80% or higher, based on traits and skills exhibited by the student during the internship.	Y
	Students will be able to demonstrate proficiency in transcribing medical documents.	70% of students will demonstrate, with a proficiency of 77% or greater, proper transcription of medical documents from 7 of 10 case studies.	6 out of 8 students (75%) made 77 or better on 7 or more case studies out of a total of 10 case studies.	Y

Associate in Arts - Associate Associate in Arts - Social Work Guide - Associate Associate in Arts - Elementary Education Guide - Associate Associate in Science - Associate Health Careers - Certificate Nursing Preparation - Certificate Practical Nursing Preparation - Certificate	Students will be able to demonstrate MLA documentation of research.	85% of students will demonstrate, with 75% proficiency, effective use of MLA documentation. Assessment will be the end-of-term research essay in ENG-101 (English Composition I) as measured by departmental rubric.	62% of students demonstrated 75% or higher proficiency in use of in-text documentation. 38% of student demonstrated less than 75% proficiency in use of in-text documentation, including 11% of students who failed to include any in-text citations. 67% of student demonstrated 75% or higher proficiency in properly formatting the Works Cited page. 33% of students demonstrated less than 75% proficiency formatting the Works Cited page, including 9% of students who failed to include a Works Cited page.	N
	Students will be able to identify key psychosocial concepts.	75% of students will demonstrate, with 75% proficiency, as indicated by Departmental test question(s) relating to the nature/nurture debate in PSY 201.	62% of students demonstrated with at least 75% proficiency, as indicated by Departmental test questions relating to the nature/nurture debate in PSY-201. Question #23 (test version 1) and Question #18 (test version 2) was used to collect the data used for this assessment.	N
	Students will be able to demonstrate use of the scientific method for problem solving.	75% of the students will demonstrate 75% proficiency in solving problems by using the scientific method. Tools for assessment may include: laboratory projects using the scientific method and embedded tests questions.	NEED TO REASSESS	N
	Students will be able to demonstrate use of a systematic approach to problem solving.	80% of students will demonstrate, with 77% proficiency, the ability to apply a systematic approach to problem solving as indicated by the departmental final exam in MAT-110.	52% (59 out of 113 students) scored at 77% or higher proficiency on the MAT-110 final exam.	N
General Business - Associate Business – Accounting Guide - Associate Accounting Clerk - Certificate Advanced Bookkeeping - Certificate Management and Supervision - Certificate Microcomputer Accounting Certificate - Certificate	Students will be able to demonstrate effective understanding of an annual report.	80% of students will demonstrate, with 85% proficiency, an understanding of an annual report. Assessment will be a departmental exit exam with embedded questions.	19 out of 33 questions were answered correctly on Business Exit Exam averaging 58% accuracy.	N
	Students will be able to demonstrate an understanding of basic marketing principles.	80% of students will demonstrate, with 85% proficiency, an understanding of basic marketing principles. Assessment will be a departmental exit exam with embedded questions.	21 out of 27 questions were answered correctly on Business Exit Exam averaging 78% accuracy.	N
	Students will be able to demonstrate an understanding of economic policy and theory.	75% of students will demonstrate, with 70% proficiency, an understanding of economics by correctly responding to embedded questions on the Business Exit Exam, which is administered during the student's final term.	20 out of 28 questions were answered correctly on Business Exit Exam averaging 72% accuracy.	N

	Students will be able to demonstrate an understanding of basic management concepts.	80% of students will demonstrate, with 80% proficiency, an understanding of basic management concepts by correctly responding to embedded questions on the Business Exit Exam, which is administered during the student's final term.	22 out of 38 questions were answered correctly on Business Exit Exam averaging 58% accuracy.	N
Computer Technology - Associate Computer Technology - General Technology - Associate Data Processing Clerk - Certificate Web Page Development - Certificate	Students will demonstrate knowledge of programming concepts in computer technology.	80% of students will demonstrate, with 70% proficiency, the ability to incorporate essential programming concepts into completed assignments. Faculty developed rubrics will be used to assess successful implementation.	87% of students demonstrated with 70% or better proficiency, the ability to incorporate essential programming concepts into completed assignments.	Y
	Students will demonstrate knowledge of operating system concepts for various modern-day operating systems.	80% of students will demonstrate, with 70% proficiency, the ability to identify key concepts related to modern-day operating systems. Proficiency will be assessed using embedded CPT-255 test questions.	87.5% of students demonstrated with 70% or better proficiency, the ability to identify key concepts related to modern day operating systems. Proficiency was assessed using questions 1, 10, 20, 30, and 40 from the Unit 1 midterm exam and questions 1, 11, 21, 31, 41, and 51 from the Unit 2 exam.	Y
	Students will demonstrate knowledge of multiple logic design systems to solve modern business problems.	80% of students will demonstrate, with 70% proficiency, the ability to solve modern business problems using defining diagrams, pseudocode, and flowcharting tools. Faculty developed rubrics will be used to assess successful use of stated tools.	50% of students demonstrated 70% or better proficiency, the ability to use defining diagrams, pseudocode, and flowcharting tools.	N
	Students will demonstrate knowledge of PC hardware components and maintenance operations.	80% of students will demonstrate, with 70% proficiency, the ability to install PC hardware components and perform maintenance on PC's. Faculty developed rubrics will be used to assess successful proficiency.	100% of students demonstrated with at least 70% proficiency, the ability to install PC hardware components and perform maintenance on PC's.	Y
Criminal Justice – General Technology - Associate Criminal Justice - Certificate	Students will demonstrate knowledge of key terminology used in the Criminal Justice profession.	70% of students will demonstrate, with 80% efficiency, mastery of key vocabulary terms required of entry-level professionals in criminal justice-related career. Assessment tool used will be a departmental exam administered in CRJ-101.	Students were required to complete a workbook that was composed of vocabulary, grammar and other skills as it relates to criminal justice report writing. While it was not a department exam, it was a departmentally approved project accounting for 30% of the student's grade. 100% of students completed this project successfully. The average grade was 88.98.	Y
	Students will demonstrate mastery of key concepts related to the Criminal Justice profession.	70% of students will demonstrate, with 80% efficiency, mastery of key criminal justice concepts. Assessment tool used will be a faculty developed exit exam administered when the student applies for graduation.	This means of assessment was not met. No data was collected due to the fact that the departmental final exam has not been developed.	NOT MEA SUR ED

	Students will demonstrate mastery of key concepts related to Criminal Justice Ethics, which will be required for all Criminal Justice professionals.	70% of degree students will demonstrate, with 80% efficiency, mastery of key concepts and vocabulary related to ethical behavior expected of all CRJ professionals. Assessment tool used will be a faculty developed, comprehensive final exam required of all students completing CRJ-222 (Ethics).	This means of assessment, as written, was not met. However, a comprehensive final project was assigned in lieu of an exam. This project included mastery of key concepts and vocabulary associated with ethical behavior expected of all CRJ professionals. A rubric was used to grade final projects. The average grade for all projects was 92.75.	N
	Students will demonstrate mastery of key concepts related to Criminal Law, which will be expected of all entry-level professionals in any of the three components (Police, Courts and Corrections) of the Criminal Justice System.	70% of students will demonstrate, with 80% efficiency, mastery of key concepts and vocabulary related to criminal law expected of all CRJ professionals. Assessment tool used will be a faculty developed, comprehensive final exam required of all students completing CRJ-115 (Criminal Law).	72% of students demonstrated with 80% or greater proficiency, mastery of key concepts and vocabulary relevant to criminal law, and expected of criminal justice professionals.	Y
Early Childhood Development – Business Guide – Gen. Technology - Associate Early Childhood Development – Transfer Guide – Gen. Technology - Associate Early Childhood Development - Certificate	Students will be able to plan, implement and evaluate musical experiences utilizing appropriate materials, methods, equipment and techniques.	80% of student will demonstrate, with 80% proficiency, the ability to plan, implement and evaluate musical experiences for the early childhood development audience. Assessment will be made using faculty developed rubric for assignments in ECD-132.	66% of students demonstrated with 80% or better proficiency, the ability to plan, implement, and evaluate musical experiences for the early childhood audience. Assessment questions 21 and 29 from test #1 address musical experiences along with the project activity card file and classroom presentations.	N
	Students will be able to demonstrate an understanding of the history of early childhood education, child care and modes of learning.	80% of student will demonstrate, with 80% proficiency, an understanding of the history of early childhood education, child care, and modes of learning as indicated through responses to embedded questions on a departmental exam in ECD-101.	82% of students demonstrated 80% or better proficiency in understanding the history of early childhood education, child care, and modes of learning. Data collected from questions 3, 4, 5, 6, 8, 10, 11, 13, and 15 from quiz #1.	Y
	Students will be able to demonstrate an understanding of developmental learning theories, which detail the growth and development of the young child.	80% of student will demonstrate, with 80% proficiency, an understanding of developmental learning theories as indicated through responses to embedded questions on a departmental exam in ECD-101.	64% of students demonstrated 80% or better proficiency in understanding developmental learning theories as indicated through responses to embedded questions on a departmental exam in ECD-102. Questions 1, 2, 11, 16, and 23 in test #1 were used to gather data for this report.	N
	Students will be able to demonstrate the ability to analyze an environment with regards to classroom management problems and implement appropriate changes.	80% of student will demonstrate, with 80% proficiency, the ability to analyze an environment for classroom management problems and implement appropriate changes. Assessment will be made using faculty developed rubric for assignments in ECD-105.	100% of students demonstrated 80% or better proficiency in the ability to analyze an environment for classroom management problems and the ability to implement appropriate changes. Questions 3, 5, 7, 10, 11, 21, and 22 from test #1 were used to gather this data.	Y

Industrial Electronics Technology - Associate Industrial Electronics Technology – General Technology - Associate Electro-Mechanical – General Technology - Associate Industrial Electricity/Electronics - Diploma Electronics/Industrial Applications - Certificate Motor Controls - Certificate Residential Wiring - Certificate	Students will be able to construct basic motor control circuits.	80% of students will successfully construct a functioning motor control circuit. 75% of students will follow safety procedures (lock and tag out) when constructing motor control circuits.	93.3% of students successfully constructed a functional motor control circuit. 100% of students followed safety procedures when constructing circuits.	Y
	Students will be able to apply mathematical concepts to electronics theory.	75% of students will successfully demonstrate the ability to use power formulas to calculate current. 75% of students will successfully demonstrate the use of Ohm's Law formula to calculate current.	93.3% of students successfully demonstrated the ability to use power formulas to calculate current. 93.3% of students successfully applied Ohm's Law to calculate current.	Y
	Students will be able to construct basic motor control diagrams.	75% of students will successfully illustrate logic flow for motor control circuits. 75% of students will successfully label terminal connections of components in circuit diagrams.	93.3% of students successfully illustrated logic flow for circuits. 86.7% of students successfully labeled connections of components in circuit diagrams.	Y
Engineering Graphics – General Technology - Associate Drafting - Certificate Computer-Assisted Drafting - Certificate Architectural Drafting - Certificate	Students will be able to initialize a CAD drawing.	75% of students will be able to successfully navigate to a new page to initialize a CAD drawing and name the new file. Assessment will be made via faculty developed observational check-off list.	75% of students demonstrate the ability to navigate to a new page to initialize a CAD drawing and name the new file.	Y
	Students will be able to dimension a CAD drawing.	75% of students will be able to successfully use the dimensioning icon to accurately dimension the CAD drawing from origin to completion. Assessment will be made via faculty developed observational check-off list.	75% of students demonstrated proper use of the dimensioning icon to accurately dimension the CAD drawing from origin to completion.	Y
	Students will be able to establish a drawing origin.	75% of students will be able to successfully determine, and implement, a drawing from the point of origin using the Snap-On feature of AutoCad. Assessment will be made via faculty developed observational check-off list.	75% of students demonstrated the ability to determine and implement a drawing from the point of origin using the Snap-On feature of AutoCad.	Y
Industrial Maintenance – General Technology - Associate Industrial Plant Mechanics - Certificate	Students will be able to determine the pitch diameter of a sprocket.	70% of students will be able to correctly calculate the pitch diameter of a sprocket, and change the formula for pitch diameter to solve for other unknown specifications of the sprocket. Assessment will be a faculty-developed lab assignment.	67% of students were able to accurately demonstrate the proper method of calculating the pitch diameter of a sprocket, and then change the formula for pitch diameter to solve for other unknown variables of the sprocket.	N
	Students will be able to calculate the diametrical pitch of a gear.	70% of students will be able to correctly calculate the diametrical pitch of a gear, and change the formula for diametrical pitch to solve for other unknown specifications of the gear. Assessment will be a faculty-developed lab assignment.	60% of students were successful in calculating the diametrical pitch of a gear, and changing the formula for said pitch to solve for varying situations.	N

	Students will be able to calculate the RPM of a driver gear.	70% of students will be able to correctly calculate the RPM of a drive gear, and change the formula used to determine the RPM to solve for other unknown specifications of the gear. Assessment will be a faculty-developed lab assignment.	70% of students were successful in calculating the RPM of drive gears, and adjusting the formula used for varying conditions.	Y
Machine Tool Technology - Associate Machine Tool - Diploma Computer Numerical Controls (CNC) - Certificate Machine Operator - Certificate Tool and Die - Certificate	Students will successfully demonstrate machining threads to blueprint specifications using an engine lathe.	70% of students will successfully make threads using an engine lathe to blueprint specifications. Assessment will be a faculty-developed lab assignment.	70% of students were successful in making threads using an engine lathe that met specifications shown on blueprints.	Y
	Students will successfully demonstrate the machining of a taper to blueprint specifications using an engine lathe.	70% of students will successfully machine a 3 degree taper to blueprint specifications using an engine lathe. Assessment will be a faculty-developed lab assignment.	70% of students successfully demonstrated the ability to machine a 3 degree taper using an engine lathe, per specifications shown on blueprints.	Y
	Students will successfully demonstrate machining using a boring head on a milling machine to blueprint specifications.	70% of students will successfully bore a hole to blueprint specifications using a milling machine. Assessment will be a faculty-developed lab assignment.	70% of students successfully demonstrated the ability to bore a hole using a milling machine, meeting provided specifications.	Y
Nursing - Associate Nursing Transition - Associate Practical Nursing - Diploma	Students in the LPN program will demonstrate nursing competencies by successfully achieving a minimum of Level II on ATI proctored exams.	80% of LPN students will achieve a Level II on ATI proctored exams on their first attempt.	45% of students in the LPN program successfully achieved a Level II or ATI proctored exams on their first attempt.	N
	Graduates of the LPN program will demonstrate competency by obtaining a license to practice nursing from the South Carolina State Board of Nursing.	90% of graduates will obtain a license to practice nursing from the South Carolina State Board of Nursing by passing the NCLEX on the first attempt.	100% of the 2011 LPN class passed the NCLEX exam on their first attempt.	Y
	Students in the ADN program will be able to administer medications appropriately.	95% of students will score 100% on skill evaluations as measured by a faculty-developed rubric.	95% of students scored 100% on the skills assessment activity.	Y
	Graduates of the ADN program will demonstrate competency by obtaining a license to practice nursing from the South Carolina State Board of Nursing.	85% of graduates will obtain a license to practice nursing from the South Carolina State Board of Nursing by passing the NCLEX on the first attempt.	As of July 30, 2012, 18 of the 19 students (94.74%) who have attempted the NCLEX have passed on their first attempt. Two students from the 2012 ADN class have not taken the NCLEX as of this date.	Y
	Students in the LPN to ADN Transition program will demonstrate knowledge of theory and skills to safely care for medical-surgical patients as an RN.	90% of students will score a Level II or greater on the ATI final exam in NUR-210.	75% of students scored Level II or greater on the ATI final exam administered to the Fall 2011 transition students completing NUR-210.	N
Welding – General Technology - Associate Welding - Certificate	Students will be able to weld a stringer bead.	70% of students will be able to weld a stringer bead, first using oxyacetylene then using electric arc, on their first attempt. Assessment will be a faculty-developed lab assignment.	Less than 70% of students were able to demonstrate an ability to weld a stringer bead using oxyacetylene and electric arc on their first attempt.	N
	Students will be able to weld a vertical bead.	70% of students will be able to weld a vertical bead, first using oxyacetylene then using electric arc, on their first attempt. Assessment will be a faculty-developed lab assignment.	Less than 70% of students were able to demonstrate an ability to weld a vertical bead using oxyacetylene and electric arc on their first attempt.	N

	Students will be able to weld a horizontal bead.	70% of students will be able to weld a horizontal bead, first using oxyacetylene then using electric arc, on their first attempt. Assessment will be a faculty-developed lab assignment.	Less than 70% of students were able to demonstrate an ability to weld a horizontal bead using oxyacetylene and electric arc on their first attempt.	N
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QEP

As described by SACS, the "QEP Impact Report asks institutions to address the following as relates to the QEP developed during its previous reaffirmation: (1) the title and a brief description of the institution's QEP as initially presented, (2) a succinct list of the initial goals and intended outcomes of the QEP, (3) a discussion of changes made to the QEP and the reasons for making those changes, and (4) a description of the QEP's direct impact on student learning, including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any."

The focus of Northeastern Technical College's (NETC) Quality Enhancement Plan is Skills for Student Success. The purpose is to enhance student learning through the emphasis of identified core skills within the College's educational programs and support services.

During the Continuous Improvement Cycle 2011-12, 3 objectives were met and 2 were unmet for QEP student outcomes and college goals. Objectives and outcomes were discussed and plans for improvement were developed based on the data.

The table below shows the college's QEP objectives.

Student Learning Outcome	QEP Objective	Met? Y/N	Results and Data for 2012-13 Recommendations
Educational (Student) Outcomes: Students will demonstrate proficiency in the NETC core skills.			
	Find and use campus resources and support services.	Y	<u>CCSSE – Campus Services</u>
	Develop or improve study skills.	Y	<u>CCSSE – Study Skills</u> <u>GPA Report 2011-12</u> <u>COL-103 Fall 2011 Survey</u> <u>COL-103 Fall 2012 Survey</u>
	Demonstrate the ability to retrieve, analyze and use information. (Information Literacy)	N	For FA12 and SP13, COL 103 classes will be required to visit the Writing Center while preparing their Career Project. This will not only help reach the criteria for success, but also reinforce using campus support services.
College Goals: Faculty and staff will utilize best practices to promote student achievement of core skills.			
N/A	Skills for Student Success instructors will participate in ongoing training and conduct in-service activities, including orientation and training for other COL 103 instructors.	N	Greater efforts will be made for finding funding to attend more workshops.
N/A	Skills for Student Success instructors will meet at the end of each term to discuss needed improvements to implement in the next course offering.	Y	This objective will be evaluated and may be removed due to the designated instructor.